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THE  
UNIVERSITY OF KANSAS

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ANNUAL CATALOG

1915-1916

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SECTION IX  
SCHOOL OF EDUCATION

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Bulletin of University of Kansas, Vol. 17, No. 9, March 1, 1916

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## **ANNUAL CATALOG OF THE UNIVERSITY OF KANSAS,**

Embracing the following separate sections:

- I. General Information.**
- II. Graduate School.**
- III. College of Liberal Arts and Sciences.**
- IV. Engineering School.**
- V. School of Fine Arts.**
- VI. School of Law.**
- VII. School of Pharmacy.**
- VIII. School of Medicine.**
- IX. School of Education.**
- X. Summer Session Division.**
- XI. Extension Division.**
- XII. The Divisions of Athletics, Libraries, Museums, Publications, State Service Work, University Surveys.**
- XIII. Register of Degrees conferred and students in residence during the year.**

Any of these publications will be sent upon application to

**THE REGISTRAR, UNIVERSITY OF KANSAS.  
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**THE  
UNIVERSITY OF KANSAS**

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**ANNUAL CATALOG**

**1915-1916**

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**SECTION IX  
SCHOOL OF EDUCATION**

# UNIVERSITY CALENDAR.

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## Academic Year, 1915-'16.

January 1, Saturday—Close of Christmas recess.  
January 24 to 28, Monday to Friday, inclusive—Semester examinations.  
January 31, Monday—Beginning of second semester; enrollment in classes.  
February 1, Tuesday—Beginning of class work in all departments.  
February 22, Tuesday, Washington's birthday—Legal holiday.  
April 3, Monday—Beginning of second half-semester.  
April 21 to 24, Friday to Monday—Easter recess.  
May 29 to June 2, Monday to Friday, inclusive—Semester examinations.  
May 30, Tuesday, Decoration Day—Legal holiday.  
June 4, Sunday, 8 p. m.—Baccalaureate sermon.  
June 5, Monday, 3:30 p. m.—Commencement concert.  
June 6, Tuesday, 10:30 a. m.—Alumni address.  
June 6, Tuesday, 8 p. m.—Chancellor's reception.  
June 7, Wednesday, 10 a. m.—Commencement exercises.  
June 8, Thursday—Beginning of Summer Session.

## Academic Year, 1916-'17.

September 11, 12, 13—Entrance examinations and registration.  
September 12, 13, Tuesday, Wednesday—Enrollment in classes.  
September 14—Beginning of class work in all departments.  
September 15, Friday—General assembly and annual address, at 10 a. m.  
November 20, Monday—Beginning of second half-semester.  
November 30 to December 2, Thursday to Saturday—Thanksgiving recess, beginning Wednesday noon.  
CHRISTMAS RECESS—Saturday, December 16, to Monday, January 1, inclusive.  
January 22 to 26, Monday to Friday, inclusive—Semester examinations.  
January 29, Monday—Beginning of second semester; enrollment in classes.  
January 30, Tuesday—Beginning of class work in all departments.  
February 22, Thursday, Washington's birthday—Legal holiday.  
April 2, Monday—Beginning of second half-semester.  
April 6 to 9, Friday to Monday—Easter recess.  
May 28 to June 1, Monday to Friday, inclusive—Semester examinations.  
May 30, Wednesday, Decoration Day—Legal holiday.  
June 3, Sunday, 8 p. m.—Baccalaureate sermon.  
June 4, Monday, 3:30 p. m.—Commencement concert.  
June 5, Tuesday, 10:30 a. m.—Alumni address.  
June 5, Tuesday, 8 p. m.—Chancellor's reception.  
June 6, Wednesday, 10 a. m.—Commencement exercises.  
June 7, Thursday—Beginning of Summer Session.

**STATE BOARD OF ADMINISTRATION OF  
EDUCATIONAL INSTITUTIONS.**

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MR. ED. T. HACKNEY, *President*, Wellington..... Term expires 1917  
MR. EDWARD W. HOCH, Marion..... Term expires 1919  
MRS. J. M. LEWIS, Kinsley..... Term expires 1917  
MR. LEE HARRISON, *Secretary*, Topeka.



## FACULTY.

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FRANK STRONG, Ph. D., President.  
FREDERICK J. KELLY, Ph. D., Dean and Professor of Education.  
ARVIN OLIN, A. M., Professor of Education.  
EDGAR H. S. BAILEY, Ph. D., Professor of Chemistry and Metallurgy.  
EDWIN M. HOPKINS, Ph. D., Professor of Rhetoric and English Language.  
ERASMUS HAWORTH, Ph. D., Professor of Geology.  
ARTHUR T. WALKER, Ph. D., Professor of Latin Language and Literature.  
WILLIAM A. GRIFFITH, Professor of Drawing.  
WILLIAM H. JOHNSON, A. M., Professor of Education.  
JAMES NAISMITH, M. D., Professor of Physical Education.  
ELMER F. ENGEL, A. M., Professor of German.  
ELIZABETH C. SPRAGUE, Professor of Home Economics.  
WILLIAM B. DOWNING, Professor of Public School Music.  
HANNAH OLIVER, A. M., Associate Professor of Latin.  
RAYMOND A. SCHWEGLER, A. M., Associate Professor of Education.  
ELISE NEUENSCHWANDER, Ph. D., Associate Professor of Romance Languages.  
ULYSSES G. MITCHELL, Ph. D., Associate Professor of Mathematics.  
EDWIN F. STIMPSON, B. S., Assistant Professor of Physics.  
RALPH E. CARTER, A. M., Assistant Professor of Education.  
CHESTER A. BUCKNER,\* A. M., Assistant Professor of Education.  
HUBERT W. NUTT, Ph. B., Assistant Professor of Education.  
WILLIAM L. EIKENBERRY, S. B., Assistant Professor of Secondary Biological Science Teaching.  
FRANK G. MELVIN, Ph. D., Assistant Professor of European History.

## ADMINISTRATIVE COMMITTEE.

F. J. KELLY, *Chairman.*

ARVIN OLIN.	EDWIN M. HOPKINS.
ARTHUR T. WALKER.	RAYMOND A. SCHWEGLER.
WILLIAM H. JOHNSON.	ULYSSES G. MITCHELL.
	ELIZABETH C. SPRAGUE.

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\* Absent on leave.

# The School of Education.

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## PURPOSE.

The fundamental purpose of the School of Education is to organize education in the University of Kansas on a strictly university and scientific basis, for equipping its students who have chosen public education as a career with a sound philosophy of education and a knowledge of the principles of educational psychology, of the historical evolution of educational thought and practice, and of school organization, administration, and method, so that they may contribute constructively toward the solution of the problems of the profession of education throughout the public-school system and thus become factors in developing a professional attitude toward teaching.

The courses are planned to meet the professional needs of the following classes: College and normal-school instructors in education, superintendents and principals of schools, heads of departments in normal and high schools, supervisors of special subjects, and teachers in high schools. Certain of the courses, in which education is presented primarily as an important function of society as well as of individuals, should also be of interest to all University students, whether they intend to become teachers or not, and are hence open to all College students of Junior standing, or above.

## DEGREE IN EDUCATION.

The degree of bachelor of science in education may be granted to students who take seventy-two hours beyond the completion of Sophomore work. This work must include twenty-four hours in education and must meet all requirements for the University teachers' diploma.

## UNIVERSITY TEACHERS' DIPLOMA AND STATE TEACHERS' CERTIFICATE.

The University teachers' diploma is accepted by the State Board of Education and legally qualifies the candidate for the state teachers' certificate. Regular teachers in all four-year high schools in Kansas must have the state certificate, which is granted without examination only to persons completing a four-year college course.

On recommendation of the Faculty of the School of Education, the University teachers' diploma may be granted to graduates of the School of Education, to graduates of the College, and to those receiving degrees from the Graduate School, on the following conditions:

1. Candidates for the University teachers' diploma are required to offer as part of their work, philosophy I (elements of psychology), or its equivalent, three hours in history or education, three hours in educational psychology, three hours in educational administration, three additional hours in one or more of the three preceding groups, a teachers' course in some academic subject, and a course in senior teaching. On petition to the Faculty of the School of Education teachers who have taught successfully in high school may substitute other education courses for senior teaching.

2. Candidates for the University teachers' diploma and the bachelor of arts degree must offer 125 hours of undergraduate work.

3. The record of scholarship in all the work offered for the teachers' diploma (125 hours) must average not lower than grade II.

Note that the three hours in educational psychology, and three hours in history of education, *must* be taken before one may enter the other required work in education.

### SPECIAL DIPLOMA.

Mature persons who find themselves unable to meet the academic requirements for the bachelor's degree in education and the regular diploma and certificate, but who show the ability to carry on the work of certain major subjects in the School of Education, may be admitted as candidates for a special diploma in teaching or in the supervision of instruction in elementary and secondary schools. Such special courses will be arranged for them as experience may show desirable. This special diploma has no legal significance.

### ADMISSION.

The work in the School of Education is based upon a four-year high-school course, or its equivalent, and the satisfactory completion of the first two years in the College of Liberal Arts and Sciences or their equivalent, *including a course in elementary psychology*.

Applicants for admission to the School of Education who are deficient in a small portion of these requirements may be admitted conditionally, at the discretion of the Dean.

Claims for advanced standing must be made by the student at matriculation. Of his fitness for advanced work he must satisfy the professors of the subjects he elects.

When the student enters the School of Education he must select the academic subject or subjects in which he desires to specialize, or announce his intention to specialize in administrative and supervisory work in education itself. For general suggestions as to his choice of work he should consult the Dean of the School of Education.

### REGISTRATION.

All candidates for admission having certificates from accredited schools and all students of the University intending to pursue their studies during the ensuing year must present themselves for registration at the University on September 11, 12 or 13, 1916.

Registration at a later date will be permitted only on the payment of a fee of one dollar.

**DOUBLE REGISTRATION.** Students regularly registered in any of the other schools of the University may be admitted as either regular or unclassified students in the School of Education, but an application for such double registration must have approval of the deans of the two schools concerned. A student so registered will be subject to all the regulations concerning quantity and character of courses elected prevailing in both schools. Such students are exempt from additional fees.

### ENROLLMENT.

After registration has been completed with the Registrar and fees have been paid, students should apply to the Dean of the school to which they desire admission for enrollment in their classes. Enrollment the first semester occurs September 12 and 13, 1916, and on the first day of the second semester.

Enrollment at a later date will be permitted only on the payment of a fee of one dollar.

### BUREAU OF EDUCATIONAL SERVICE.

One of the chief functions of a School of Education in a State University is to render such service as it can in helping the school superintendents and teachers of the state to solve the practical problems which arise in their work. In order to systematize the efforts of the School of Education along this line the Bureau of Educational Service is organized. The bureau invites the school people to address it concerning their educational problems of whatever nature. The bureau also offers to lend its aid in carrying on such investigations as the people in charge



of the public schools wish to conduct. Furthermore it provides a medium through which the results of educational investigations made anywhere in the state are made most widely available to the rest of the state.

### SCHOOLMEN'S CONFERENCE AT THE UNIVERSITY.

The School of Education has in charge the Annual High-school Conference, which meets in March of each year.

### RECOMMENDATION OF TEACHERS.

The University endeavors to assist those of its graduates who desire to teach in securing positions, and at the same time to be of service to high schools, academies and colleges which may be in need of competent instructors. To this end a representative committee of the Faculty of the School of Education preserves a complete list and record of graduates who are engaged in teaching or have fitted themselves especially for such work. The University authorities are thus prepared at any time to recommend persons who are well qualified for any position as teacher. In so doing great care is exercised, the special qualifications of various teachers for the particular position in hand being in every case fully considered.

Records are kept of every detail of the student's qualifications for teaching, including the estimate of all college professors of the scholarship, personality, strength of character, and general adaptability of the candidate, as well as critical estimates of his teaching ability, indicated by his practice teaching in Oread Training School.

The committee urges members of school boards and school administrators to come to Lawrence in person when possible, so that personal conferences with both University instructors and the candidates for teaching may insure mutual satisfaction and be a guarantee of effective service.

The committee has adopted the policy, in its official recommendations, of attaching special importance to graduate study in the professional preparation of teachers.

### EQUIPMENT.

The School has a growing educational museum of considerable value, including ancient and modern textbooks, former and present-day school appliances and equipments, maps and charts, a good deal of which is frequently in use in the Training School. There are over five thousand volumes in the University library classified under the title "Education." This equipment is being greatly augmented through the acquisition of the files of leading French and German educational periodicals and classical treatises. The School of Education makes constant use of the stereopticon and numerous lantern slides, and has a rapidly growing collection of stereographs with stereoscopes for illustrating their proper use in the schools. A special room for this work, fitted up as a dark room, is reserved for such use by members of the Faculty of Education. Forty-five weekly or monthly educational periodicals come to the library. There are complete files of the leading American periodicals and the files of the leading English, French, and German periodicals are being completed. In addition to the usual library facilities, a commodious seminary room and an alcove in the reading room of the library are reserved for the use of the several departments within the School of Education. The seminary room is equipped with separate card index system and is under the direction of a trained library attendant.

### OREAD TRAINING SCHOOL.

As a laboratory for the science of education there is maintained as a part of the School of Education a typical high school under the name Oread Training School. It is supported partly by students' fees and partly by the state. It is housed in a separate building which was

erected during the summer of 1915. The school is designed to exemplify for prospective teachers and for visiting teachers, principals, and superintendents, the equipment, organization, curriculum, and methods of instruction advocated by the School of Education.

University students with deficiencies may make these up in the school. Any student who has completed the eighth grade in the public schools, or its equivalent, is eligible to admission. Those who have credits for high-school work done elsewhere will be admitted to those advanced courses for which their previous work qualifies them.

### ARRANGEMENT OF COURSES.

All courses of a professional pedagogical character are offered in the School of Education. Academic courses, to which students of the School of Education are admitted on the same conditions as regular students of the College, are offered in the College of Liberal Arts and Sciences. Certain courses in other schools of the University will also be open to students of the School of Education. To secure admission to these courses not offered in the School of Education the candidate must register in the school in which the course he desires is given and be subject to all the regulations prevailing in that school.

Students of the College of Liberal Arts and Sciences who desire to secure the state teachers' certificate and the degree from the School of Education and who have already chosen teaching as a profession would do well to plan for it from the beginning of their college course.

Certain courses which are not strictly professional and hence are not listed among those offered by the School of Education are nevertheless very helpful in preparing for the most efficient service as teacher or school administrator. Among these may be mentioned psychology, sociology, and biology.

In addition each teacher should have thorough extended preparation in one subject and reasonable preparation in two or three subjects. Experience has shown that the following combinations are most frequently demanded: Latin, German; English, German; English, history, civics; English, Latin, history; mathematics, physics; botany, zoölogy; mathematics, physics, chemistry; physics, chemistry, botany, zoölogy, physiology, physiography. Public speaking is desirable as a part of the preparation for teaching English, and courses in physical education add desirable qualifications for all teaching positions in the public schools.

### GRADUATE POLICY OF SCHOOL OF EDUCATION.

The progressive tendency in many states is to encourage teachers and school administrators to continue in some university advanced research in education. The most vital discoveries in this field must finally be made by those on the ground—teachers in active service. This work creates a demand for those who have had training in the methods of investigation and in the interpretation of the data collected.

The School of Education provides instruction suited to the needs of graduate students in educational psychology, history and philosophy of education, educational administration, and in the principles of teaching the various academic and technical subjects. In accordance with the regulations of the Graduate School, students may pursue, as a major or minor, advanced work in any of these subjects. The master's degree usually requires one year of graduate work; the doctor's degree three years. Work leading to these higher degrees, with education as a major, is planned in such a way as to afford preparation for responsible positions, particularly those involving administrative and supervisory duties and teaching of education in colleges and normal schools. Graduate work, undertaken with the major in some academic subject and the minor in education, is usually planned in such a way as to afford desirable equipment for the teaching of special branches.

All work for the higher degrees with education as major should be planned carefully from the beginning, in consultation with the Dean of the School of Education. Graduate work may be done in the Summer Session.

## DESCRIPTION OF COURSES.

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### Sophomore Courses.

To meet the demands of the School of Fine Arts, in which certain teachers' certificate requirements are fulfilled in two years of work above high school, and to enable sophomore students in the College, who find it necessary to leave college and start teaching, to meet the requirements of the State Board of Education for a three-year certificate, courses 1 and 2 are offered by the School of Education. The certificate thus secured is valid only in elementary schools, junior high schools, and two-year high schools. These courses will not be counted for credits toward the University teachers' diploma unless the student has taught at least one year on the certificate which the courses were used to secure.

1.—METHODS OF TEACHING. Three hours credit. Second semester, 10:30. This course will deal with those fundamental principles of method that will be most helpful to teachers in the organization and presentation of subject matter. The illustrative materials will be taken from a wide range of subjects, but the emphasis will be upon the problems that pertain particularly to the elementary schools. Nutt.

2.—ELEMENTARY EDUCATION. Three hours credit. Second semester, 8:30. The purpose of the course is to give the prospective teacher in elementary schools a general appreciation of the aim, scope, and setting of elementary education and the more necessary information on the internal organization of the elementary school.

### Junior, Senior, and Graduate Courses.

The following courses are so arranged as to enable students to plan for their advanced work from their Junior year, with reference to three fairly distinct aspects of education: the historical, the scientific and theoretical, and the administrative. One course in history of education (50 or 51) and one course in educational psychology (64), or psychology of high-school subjects (75) are prerequisites for all other courses in the School of Education. Advanced credit from other universities or colleges, or from normal schools, will be granted as consideration of the individual cases may warrant. Such students should consult the Dean of the School before enrolling.

### HISTORY OF EDUCATION.

50.—HISTORY OF ANCIENT AND MEDÆVAL EDUCATION. Three hours credit. First semester, 8:30, 3:30. This course is a study of educational principles and practice, systems, and educational theorists among ancient and mediæval people. It includes the important features of Oriental, Greek, Roman, early Christian, and Saracenic education, the renaissance of learning under Charlemagne, the rise of universities, and the early phases of the Renaissance movement. Olin.

51.—HISTORY OF MODERN EDUCATION. Three hours credit. First semester, 2:30; second semester, 8:30, 3:30. Doctrines and systems developing from the educational reforms and reformers of the seventeenth century, including Bacon, Comenius, and other innovators. Decline and restatement of humanism in the eighteenth century, the strengthening of realism, and the institutional development growing out of these changes. The educational evolution of the nineteenth century in Germany, France, England, and America under such leaders as Pestalozzi, Guizot, Arnold, Spencer, and Mann. Olin.



59.—EDUCATIONAL CLASSICS. Two hours credit. First semester, 10:30. A critical and historical study of selected dialogues of Plato, and of the educational writings of Locke. An attempt will be made to trace the relation between the opinions of these two writers and the educational theory and practice of the age in which each lived. Olin.

60.—EDUCATIONAL CLASSICS. Two hours credit. Second semester, 10:30. An intensive study in their historical setting of the educational writings of Rousseau and Spencer. Olin.

63.—EDUCATION IN AMERICA. Three hours credit. Second semester, 9:30. A study of the origin and development of educational ideas, institutions, and systems in the colonial period; the evolution of the academy, high school, and professional school; the education of girls and women; manual and vocational instruction; and the work of leading educators and theorists, Mann, Willard, Lyon, Howe, Gallaudet, Barnard, Eliot, Harris. Olin.

102.—SEMINAR. Educational systems of Herbart and Froebel. Two hours credit. First semester, by appointment. Olin.

103.—SEMINAR. Origin and early development of Universities. Two hours credit. Second semester, by appointment. Olin.

### EDUCATIONAL THEORY.

54.—EDUCATIONAL CLINIC. Three hours credit. Second semester, by appointment. By the kindly coöperation of neighboring schoolmen it has been possible to provide for mature students an opportunity for the direct study of typical cases of exceptional mental development. Tests for various mental functions will be demonstrated, and the Binet-Simon, Yerkes-Bridges, and other scales of tests will be used to determine psychic normality. Schwegler.

55.—MENTAL MEASUREMENT OF SCHOOL CHILDREN. Three hours credit. First semester, 9:30. A study of the theory and practice of mental measurement. Typical mental traits are selected for special study by means of a wide range of mental tests. Special emphasis will be placed upon the various recognized scales of mental measurement, with a view to the development of practical skill in their use in the schoolroom. Schwegler.

64.—EDUCATIONAL PSYCHOLOGY. Three hours credit. Both semesters. First semester, 1:30; second semester, 9:30. Not open to students who have taken course 75. The processes usually treated in general psychology will be considered in their relation to the technique and economy of learning. Habit formation and thought will receive especial attention in their connection with the study of school subjects. Lectures, experiments, reading, and discussion. Carter.

65.—GENETIC PSYCHOLOGY FOR TEACHERS. Two hours credit. First semester. The purpose of this course is to present the facts of mental development and to summarize the results of experimental investigations and reliable observations which suggest direct educational applications. (Not given in 1915-'16.)

67.—ADVANCED EDUCATIONAL PSYCHOLOGY. Two hours credit. Second semester, 9:30. A more intensive treatment of parts of courses 64 and 75. In a sense it is a laboratory course supplementing them. Opportunity will be given the student to spend practically a third of his time in reading and working on some special interest. Carter.

68.—THE PRINCIPLES OF EDUCATION. Three hours credit. First semester, 11:30. An analysis of educational norms in theory and practice in the light of the facts of biology, psychology, and sociology. Lectures, library studies, written reports. Schwegler.

69.—TECHNIQUE OF TEACHING. Two hours credit. First semester, 3:30. A careful study of the fundamental principles of classroom in-



struction will be made. The Training School will offer abundant opportunities for demonstrative and illustrative material. The course is designed to supplement the work of teachers' courses and to correlate as much as possible with practice teaching. Nutt.

71.—THE ABNORMAL CHILD.—Three hours credit. First semester, 10:30. The growth and development of children are studied with special reference to the nature and causes of arrest as found in backward, defective, and degenerate children. The course is intended for mature students who are preparing themselves for executive positions in town and city schools. Lectures, and visits to various institutions maintained by the state for defective and delinquent children. Schwegler.

75.—PSYCHOLOGY OF HIGH-SCHOOL SUBJECTS. Three hours credit. Both semesters. First semester, 9:30; second semester, 1:30. (May be taken instead of course 64 as the state and school requirement in educational psychology, but not open to students who have had course 64.) This course differs from course 64 chiefly in the organization of material. Instead of making the different mental processes the basis of organization for the discussion of learning in the schools, the high-school subjects are treated separately with reference to the mental processes and psychological principles involved. Carter.

78.—ADOLESCENCE. Three hours credit. Second semester, 11:30. A detailed study of the physical, social, and psychological aspects of adolescence. The course will lay special stress on the problems of physical and mental hygiene, as they appear in the physical, intellectual, social, and religious development of the adolescent. Schwegler.

79.—MORAL EDUCATION. Two hours credit. Second semester, 11:30. A critical study of the underlying psychological forces, both conscious and unconscious, which govern the development of habits of thought and action, followed by a review of prevailing systems of moral education. Schwegler.

100.—SEMINAR IN EDUCATIONAL PSYCHOLOGY. Two hours credit. Both semesters, hours by appointment. Students may spend their time in an intensive study of recent investigations in an educational problem involving psychological principles and methods, or in an actual investigation of such a problem. Carter.

101.—SEMINAR IN MENTAL DEFECTS. Two hours credit. Both semesters, by appointment. An opportunity for mature students to make a special study of certain forms of irregular mental life frequently met in grade and high-school work. Schwegler.

### EDUCATIONAL ADMINISTRATION.

53.—SOCIAL EDUCATION. Two hours credit. First semester, 11:30. A study of the response of the school to changing social demands, and the initiative which it should take in creating better social conditions. The purpose of the course is to acquire a workable theory of education for social progress and to survey practical applications of this theory. Carter.

56.—VOCATIONAL EDUCATION AND GUIDANCE. Three hours credit. First semester, 10:30. The development of vocational education in Europe and America; its organization and administration; the relation of the school system to the various industries of the community; the relation of industrial education to vocational guidance; the consideration of the various theories for the adjustment of educational means to vocational aptitudes. Johnson.

57.—SCHOOL HYGIENE. Two hours credit. Second semester, 3:30. The work of this course will be considered under three principal divisions: (1) Schoolroom sanitation; (2) Personal hygiene of school children; (3) Mental hygiene of school children. Nutt.

58.—NATIONAL EDUCATIONAL SYSTEMS. Three hours credit. Second semester, 10:30. A study of the organization and administration of the school systems of Germany, France, and England, including elementary, secondary, and higher schools. The educational institutions of these countries and the methods of controlling and administering them will be compared with each other and with the corresponding institutions in the United States. Kelly.

61.—HIGH-SCHOOL ADMINISTRATION. Three hours credit. Both semesters, 8:30. The purpose of this course is to present the practical problems in the administration of the high school. The relationship between school and community and plans for greater coöperation between the school and the home will be discussed. Each member of the class will be expected to make a rather detailed study of some high-school problem in which he is especially interested. Johnson.

66.—EDUCATIONAL STATISTICS. Three hours credit. First semester, 11:30. A brief introduction to statistical method as applied to educational problems, followed by a critical examination of some of the representative statistical investigations of recent years. Emphasis will be placed upon the graphic representation of school facts in all cases which lend themselves to such treatment. Kelly.

72.—SUPERVISION OF INSTRUCTION. Two hours credit. First semester, 9:30. The work of the superintendent in supervising instruction. The principles underlying the selection and organization of subject matter for the courses of study, and the criteria for determining the validity of devices and methods of instruction, with special attention to the scales and tests for measuring the results of instruction.

73.—CITY-SCHOOL ADMINISTRATION. Two hours credit. Second semester, 8:30. The work of the city superintendent other than the supervision of instruction. The building, equipping, and keeping in order of the school plant, budget-making, financial-account keeping, blanks, annual reports, salary schedules, and means of popularizing the schools in the city.

74.—EDUCATIONAL ORGANIZATION AND ADMINISTRATION. Three hours credit. First semester, 8:30. Among the topics discussed are: relation of the national government to education in the states and insular possessions; state administrative organizations; local units of control; school costs and support; material equipment; recent legislation; administrative and supervisory officers; classification and promotion of pupils; period of attendance; physical education and health.

77.—PRACTICAL PROBLEMS OF PUBLIC-SCHOOL EDUCATION. Credit to be arranged. Saturday morning at 10, both semesters. The work offered in this course is planned with special reference to the needs of actual teachers and administrators living in the vicinity of Lawrence. Vital problems in school work will be studied and interpreted in the light of modern scientific principles and methods of investigation. The work and the instructors will be arranged when the class first meets, September 23.

The amount of credit given will depend upon the work of the individual student.

This course is designed for those teachers and school supervisors who, although in actual service, desire to continue their professional development.

104.—SEMINAR IN EDUCATIONAL ADMINISTRATION. Two hours credit. Both semesters, by appointment. Kelly.

### SPECIAL METHODS AND SENIOR TEACHING.

The prerequisites for all teachers' courses are not less than twenty nor more than twenty-five hours in the subject in which the teachers' course is given or in closely allied subjects, three hours in history of education, and three hours in educational psychology. All teachers' courses, not including credits for practice, shall be not less than two nor more

than four hours in length for one semester, and shall be open to students of Senior and Graduate standing. By permission of the Dean a portion of the work described above as prerequisite may be taken at the same time with the teachers' course, and special mature students under certain conditions, with the approval of the Dean, may take other education courses in lieu of a teachers' course.

The items enumerated below are suggestive of the kinds of topics with which the following teachers' courses in special branches are concerned:

1. A simple statement of the broader aspects of the distinctive field of education, indicating the special adjustment of the moral, æsthetic, social, and practical disciplines to be reasonably expected from a study of the subject.

2. A brief sketch of the actual history of the subject in the school curriculum, showing the gradual change and improvements in the text-book presentations of the subject, and the gradual improvements in other apparatus than textbooks adopted for use in teaching it.

3. The gradual change in the conception of its educational value and the degree and nature of correlation with other subjects, particularly since the report of the Committee of Ten.

4. The growing refinement of methods for presenting the subject.

5. The grade preparation to be presupposed at present, its present status, as seen from a comparison of typical high-school curriculums, together with the social, psychological, and practical obstacles to its attaining its ideal educational aim.

6. The necessary, and also the more ideal, preparation called for in the teacher, academic and professional.

7. References to books and special monographs dealing with the topics of the course, and a suggested list of books desirable for reference for high-school libraries.

In addition to the instruction in the following specialized courses in the theory of teaching, a continuous period of not less than nine weeks of supervised teaching should be arranged for by students electing such courses. Exceptional facilities are offered for this teaching in the Oread Training School.

81.—TEACHERS' COURSE IN BIOLOGICAL SCIENCES. Three hours credit. Both semesters, 8:30. A study of the function of the biological sciences in the high school; the organization of the high-school science courses; and the methods, devices, books, and apparatus to accomplish this function. Eikenberry.

81a.—SENIOR TEACHING IN BIOLOGICAL SCIENCES. Both semesters, hours to be arranged. Eikenberry.

90.—TEACHERS' COURSE IN CHEMISTRY. Two hours credit. Second semester, by appointment. Pedagogics and technique of instruction in chemistry in the high school. Bailey and the instructor in charge of the elementary course.

90a.—SENIOR TEACHING IN CHEMISTRY. Both semesters, hours to be arranged. Bailey and the instructor in charge of the elementary course.

95.—TEACHERS' COURSE IN DRAWING AND DESIGN. Three hours credit. Prerequisite, courses 54, 51, and 1 in drawing. Griffith.

95a.—SENIOR TEACHING IN DRAWING AND DESIGN. Second semester, hours to be arranged. Griffith.

86.—TEACHERS' COURSE IN ENGLISH. Three hours credit. First semester, 1:30. The principles of teaching English composition, language, and literature; lectures, reference reading, conferences, visiting of classes and schools, reports, and final thesis. Hopkins.

The prerequisites in English for course 86 are courses 1, 2, 10, 11, 12, 13, 68, 78, and in Advanced English Composition, five hours of any courses from 50 to 57 at option.



86a.—SENIOR TEACHING IN ENGLISH. Both semesters, hours to be arranged. Hopkins.

85.—TEACHERS' COURSE IN GERMAN. Three hours credit. Second semester, 9:30. Advanced grammar, with theory of language teaching. Intended especially for those who desire to fit themselves for teaching German in high schools. Engel.

85a.—SENIOR TEACHING IN GERMAN. Both semesters, hours to be arranged. Engel.

91.—TEACHERS' COURSE IN HISTORY. Two hours credit. First semester, 2:30. A study in adapting historical and current social literature to the service of high-school students. High-school courses of study, methods of teaching, textbooks, reference books, and apparatus will be considered. Melvin.

91a.—SENIOR TEACHING IN HISTORY. Both semesters, hours to be arranged. Melvin.

83.—TEACHERS' COURSE IN HOME ECONOMICS. Three hours credit. First semester, 9:30. The history of the home economics movement, showing the reason for the diverse standards and aims to be found in the work in different schools. Special emphasis will be put on the high-school problem; the ground that should be covered and methods of presentation; the planning of equipment, of courses, and of typical lessons. Sprague.

83a.—SENIOR TEACHING IN HOME ECONOMICS. Both semesters, hours to be arranged. Sprague.

87.—TEACHERS' COURSE IN LATIN. Two hours credit. First semester, 2:30. The work consists of discussion of the best literature on the aims and methods of teaching Latin, and a critical examination of some textbooks used in secondary Latin teaching. Walker.

Those who wish to secure a special recommendation as teacher of Latin must elect at least twenty-five hours in the department of Latin beyond course 4; courses 5 and 13 must be included.

87a.—SENIOR TEACHING IN LATIN. Both semesters, hours to be arranged. Oliver.

89.—TEACHERS' COURSE IN MATHEMATICS. Three hours credit. Second semester, 11:30. It deals with the history, teaching, and mutual relations of the mathematical subjects usually taught in the public schools from the beginning of the seventh grade to the end of the high-school course. This course consists of (1) history of the teaching of mathematics, readings, and lectures; (2) a comparative study of the mathematical curricula of the schools of this country and of Europe; (3) discussions on the best methods of presenting the topics. Open to Seniors and graduates who have completed courses 62 and 7 in mathematics. Mitchell.

89a.—SENIOR TEACHING IN MATHEMATICS. Both semesters, hours to be arranged. Mitchell.

94.—TEACHERS' COURSE IN MUSIC. Downing.

94a.—SENIOR TEACHING IN MUSIC. Downing.

For public-school music course, see bulletin of the School of Fine Arts.

82.—TEACHERS' COURSE IN PHYSICAL GEOGRAPHY. Two hours credit. Second semester, 9:30. The course includes a history of physical geography and physiography in public schools and methods of teaching them, laboratory work and outdoor observations which can be conducted in high schools, meteorological apparatus and weather reports, and best methods of studying land forms and land sculpture with high-school students. Haworth.

82a.—SENIOR TEACHING IN PHYSICAL GEOGRAPHY. First semester, hours to be arranged. Haworth.



97.—TEACHERS' COURSE IN PHYSICAL EDUCATION. Two hours credit. First semester, 9:30. Laboratory hours by appointment. A study of the principles of play, the classification of games, showing the grade for which each is adapted; and an analysis of the different games, showing the principles involved, and the attributes developed. The methods used in coaching and officiating, the locating, equipping, and organizing of playgrounds. Naismith.

97a.—SENIOR TEACHING IN PHYSICAL EDUCATION. Two hours credit. First semester, 8:30. An analysis of gymnastic movements, showing their adaptation to the different grades; the method of combining these into drills, devising drills for special occasions and to suit varying conditions; organizing and conducting classes; and observation of methods by visitation and practice teaching with selected classes. Naismith.

80.—TEACHERS' COURSE IN PHYSICS. Three hours credit. Second semester, by appointment. Discussion of the proper subject matter of an elementary course in physics, and of the various methods of treating such matter in demonstration, recitation and laboratory. Members of the class will give from time to time demonstrations on assigned topics in elementary physics. Stimpson.

80a.—SENIOR TEACHING IN PHYSICS. Second semester, hours to be arranged. Stimpson.

88.—TEACHERS' COURSE IN ROMANCE LANGUAGES. Three hours credit. First semester, by appointment. Systematic review of grammatical principles from the point of view of the requirements of elementary instruction. Outlines of historical grammar. Study of the methods of teaching languages. Open only to students who give evidence of fitness for the work. NeuenSchwander.

88a.—SENIOR TEACHING IN FRENCH. Both semesters, by appointment. NeuenSchwander.

88b.—SENIOR TEACHING IN SPANISH. Both semesters, by appointment. NeuenSchwander.

For further information concerning the School of Education, address F. J. Kelly, Dean, University of Kansas.









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